

PE Curriculum Information Year 10 Core

Autumn / Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Basketball	<p>Can I perform the basic skills of Basketball?</p> <p>Where should I shoot from? How do I shoot from different distances?</p> <p>What position best suits my attributes and the way I play the game?</p>	<p>Dribbling, chest pass, bounce pass, shoulder pass, overhead pass</p> <p>Set shot; jump shot</p> <p>Power forward, small forward, point guard, shooting guard, centre.</p>	<p>Students are assessed on their:</p> <p>Knowledge & Understanding Understanding of the responsibilities of their chosen position, and ability to demonstrate them during games.</p> <p>Ability to identify where improvements can be made in their own and others performances.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p>Skills Performance of various passes and shooting techniques.</p> <p>Assessment Assessment is at the end of the term. It is also based on their ability to evaluate their own and others performances, and suggest improvements.</p>
Netball	<p>What is my preferred position?</p> <p>What are the specific roles and responsibilities of my position? How can I be more effective during a game?</p>	<p>Students select their own preferred position to specialise in, based on their experience of the game thus far.</p> <p>Players they are looking to link up with; areas of the court in which they should focus their gameplay; what happens if they are not where they should be during a game.</p>	<p>Students are assessed on their:</p> <p>Knowledge and understanding Leading small group, 4 part warm ups.</p> <p>Ability to read what is happening in a game, and respond appropriately according to their position.</p> <p>Ability to identify where improvements can be made in others and their own performance.</p> <p>Understanding the importance of set piece strategies, and their application in game situations.</p> <p>Use of appropriate terminology when giving feedback to others.</p>

			<p>Skills Performance of chest, bounce and shoulder pass at the appropriate time.</p> <p>Ability to shoot from various positions in the D (GS and GA only).</p> <p>Ability to sprint drive towards the ball ahead of defender; running footwork to gain territory and enhance attacking options</p> <p>Effective marking of the player, ball, and area (3 stages of defence)</p> <p>Assessment Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
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Spring Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Trampolining	<p>Can I still do the basic jumps, landings and combinations?</p> <p>Can I develop these further into advanced twists?</p> <p>Can I help other people to improve their performance?</p>	<p>Tuck, straddle, pike, ½ twist, full twist; seat, front, back landings, seat to ½ twist, ½ twist to seat, seat to front, front to seat, front ½ twist, ½ twist to front</p> <p>Swivel hips, ½ twist to back, back to ½ twist, ½ turntable, cradle</p> <p>Coaching known skills</p>	<p>Students are assessed on their:</p> <p>Knowledge & Understanding Understanding of the importance of height when attempting advanced twists. Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p>Skills Demonstration of all known skills without a mat.</p> <p>Assessment Assessment is at the end of the term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>

Summer Term

Unit title	Key Questions	Knowledge	Assessing Understanding
Badminton	<p>What are the basic rules and purpose of the game?</p> <p>What are the basic shots we can use in Badminton? When do we use them?</p> <p>What shots can we use to return a drop shot?</p>	<p>Must hit the shuttlecock over the net; needs to land within lines; score more points than your opponent.</p> <p>Forehand serve, backhand serve, overhand clear; smash, drop shot.</p> <p>Net shot, lift</p>	<p>Students are assessed on their:</p> <p>Knowledge and understanding Ability to select the correct shot to play in a rally</p> <p>Knowledge of the different shots, and how they relate to the height of the incoming shuttlecock.</p> <p>Know where the different shots should be landing, and their trajectory into their opponent's court.</p> <p>Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p>Skills Performance of all shots in isolation and in game situations.</p> <p>Assessment Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
Rounders	<p>How do we throw and catch the ball?</p> <p>How can we outwit our opponent through bowling?</p>	<p>Underarm throw and catch; overarm throw and catch.</p> <p>Vary pace of bowling; put spin on the ball; donkey drop.</p>	<p>Students are assessed on their:</p> <p>Knowledge and understanding Leading small group, 4 part warm ups.</p> <p>Knowing when to apply the various fielding skills at appropriate times within game situations.</p>

	<p>How can we outwit the fielding team when batting?</p> <p>How can we outwit the batting team when fielding?</p>	<p>Batting stance; timing of swing; use of hip and shoulder; aim for space/between the bases; backhand hit.</p> <p>Aim to return the ball to 1st base immediately; backstop throws to 2nd base immediately; getting more than one batter out on bases.</p>	<p>Understanding team strategy in the field, and knowing your own role within it.</p> <p>Knowing when to stop, run and hold position when running between bases.</p> <p>Ability to identify where improvements can be made in others and their own performance.</p> <p>Use of appropriate terminology when giving feedback to others.</p> <p>Skills Using the various batting, bowling and fielding skills in isolation and at appropriate times in competitive situations.</p> <p>Playing by the rules, and keeping score</p> <p>Assessment Assessment is at the end of the half term. It is based on student performance of the skills they have learned, and their ability to give feedback on their own and others performances.</p>
Dance-a-thon	<p>What is a good song to choreograph a dance for?</p> <p>How can we work together as a class to create choreography?</p> <p>Use of choreographical devices</p>	<p>Consider tempo, song structure, lyrics/meaning.</p> <p>Split into groups, each with responsibility for choreographing a section of the song. This is then taught to the rest of the class.</p> <p>Different levels, unison, canon, gestures, turns, stillness, step patterns, formation.</p>	